

SWEET BRIAR COLLEGE



3 2449 0511214 1



454

BULLETIN OF  
SWEET BRIAR COLLEGE

IS IN THE FRESHMAN YEAR

1951 - 1952

BULLETIN OF SWEET BRIAR COLLEGE, Volume 34, Number 2, July 1951

Published by the College in April, July, November and December.  
Entered as second-class matter at the Post Office, Sweet Briar, Va.,  
under the act of Aug. 24, 1912, as amended by the act of Aug. 4, 1947.

## Foreword

As the first step preliminary to registering for courses at Sweet Briar College, each student is urged to study carefully this pamphlet, prepared for the use of freshmen entering the college. It is designed as an introduction to the plan of studies at Sweet Briar and as a guide in the choice of courses for the first year.

Before choosing her studies for the freshman year the student should consider the general plan of her college work, not necessarily choosing her field of concentration, but informing herself about the opportunities which the college offers and considering the relationship between her preparatory work, her freshman course and her later studies so that the whole may have unity, depth and breadth.

The descriptions of courses open to freshmen are published here in more detail than in the college catalogue, and an effort has been made to relate the material to preparatory courses and to degree requirements. This pamphlet should be used as a supplement to the Sweet Briar catalogue.

## *To The Incoming Freshmen:*

Sweet Briar College is a liberal arts college, its objective to provide for its students a liberal education by which they may develop as fully as possible their mental and spiritual capacities and become well-informed and useful members of society. Centuries ago wise men used to talk together about the good life, seeking to define it and to make clear the means by which it could be attained. Young men listened to their discussions and even participated, thus learning to clarify their own ideas by giving expression to them in the presence of able and learned critics. So was born what is known as the liberal education.

In this twentieth century the promotion of the good life is still the aim of liberal education in America, and our liberal arts colleges even now adhere to the Greek ideal of a harmonious development of soul, mind and body. Our goal for you who are now entering Sweet Briar College is that you may achieve this harmonious development, that from the opportunities placed in your way in the four years of your college course you may develop a personality which is well-integrated and disciplined, with an accurate perspective of life, unfettered by prejudice, ignorance or selfish interest, with a quickened realization of your own responsibility to use your powers for the general good, and a keener appreciation of the good, the true and the beautiful.

The term liberal education brings to the mind a concept of a force which liberates the individual through the disciplines of a course of study. Since each of the major disciplines or areas of study has an essential contribution to make to well-balanced development, it is necessary to ensure breadth in the liberal arts course. At Sweet Briar College the Group Plan provides for this by requiring that 48 of the 120 credit hours necessary for the degree be distributed throughout the

four groups representing the four major fields of knowledge: Language and Literature, Natural and Mathematical Sciences, Social Sciences, and the Arts. Obviously the time allotted for this broad survey cannot give more than a comprehensive view, but it is possible to obtain a knowledge of the methods and the basic facts, and thus to know how sound judgments are to be made in each field.

The wider cultural orientation, which is the aim of Sweet Briar College's Group Plan, must be supplemented by a measure of specialization to provide depth and experience of thorough inquiry. This is most important in the making of a truly liberated individual, since it requires a careful use of facts as a basis for correct conclusions, with prejudice and false values eliminated and judgment suspended until the evidence is clear. To assure that the student will dig deep in one area or subject of human inquiry is the purpose of the major plan. Therefore, after spending your first two years in acquiring breadth, you will be selecting a major which will be the center of your attention during the last two years. Whatever may be the major of your choice, the intensive and critical study which it entails is designed to give you an experience and understanding of the ways in which truth, the goal of all good scholarship, is to be discovered. This can serve you well in all that you do in life.

At Sweet Briar College you will only begin your liberal education. If it is to be a vital force in your life it must be continued as long as you live. But in the four years you spend here you can sow the seeds for that continuing growth, and we rejoice to have a share in this beginning of your adventure in learning.

MARY J. PEARL

*Dean*

## FACULTY ADVISERS

The educational plan at Sweet Briar provides for the counseling by a faculty adviser of every student from the beginning of her course to its close. When the student arrives at Sweet Briar to start her freshman year, she meets her faculty adviser who helps her plan her academic program for the year. The adviser also stands ready to help the freshman solve any problems of adjustment to the new life at college, to develop good study habits, and in general to fulfill her highest capabilities and make her best contribution to the community life at Sweet Briar. A student may also turn to the Resident Counselor living in her dormitory or to the members of the Dean's staff for advice at any time.

At the conclusion of her sophomore year the student chooses her field of concentration, and for the remainder of her college course her adviser is the chairman of the department in which her major field lies. With adjustments to college life now made, the student is likely to find that her relationship to her faculty adviser is on a different level from that of the first two years. Intellectual and academic interests now tend to prevail over the more general ones of the earlier years. And often the adviser's guidance reaches beyond the college years to assist the student in her future professional plans.

On both levels the faculty-student relationship made possible through the adviser plan is capable of becoming a sustained and sustaining fellowship between the younger and the more mature members of the college community.

## THE GROUP PLAN AND MAJOR FIELDS OF STUDY

The curriculum at Sweet Briar College is built upon the Group Plan, consisting of the four basic realms of knowledge which comprise the liberal arts education. In order that each student may gain breadth of perspective, she is required to choose a specified portion of her work from each of the four groups, largely during her first two years at Sweet Briar.

For example, she is to take 12 or 18 hours in Group I, Language and Literature, of which 12 shall be in English. From Group II, Natural and Mathematical Sciences, she is to take 12 of which at least 6 shall be in a laboratory science. From Group III, Social Studies and Religion, 12 or 18 hours are to be selected with a minimum of 6 in history, and from Group IV, the Arts, 6 hours are to be scheduled.

A well balanced freshman program will include some courses chosen from each of the first three groups and it may also include a course in Group IV. Within the framework of the Group Plan, there is considerable freedom of choice of subjects open to freshmen. This freedom of choice places responsibility on the student to inform herself about the opportunities open to her and to exercise discrimination in making her choice.

In the spring of her second year each student must make a definite choice of her major study or field of study. Having gained some breadth of perspective in the work of her first two years, she is ready to begin more concentrated study which will give her depth of perspective.

## PLANNING THE FRESHMAN COURSE

Each freshman plans her course to include from 12 to 16 hours each semester, and, in addition, the required work in physical education. The one hour credit course in Health Education must be taken in the first semester by all entering students except those who pass the achievement examination (p. 8).

Most classes which meet three times a week carry three hours of credit a semester. (The catalogue gives complete information about credit hours for each course.) Although a somewhat lighter program may be carried by some students for special reasons, it is advisable for most freshmen to carry at least 26 hours the first year, since a minimum of 26 hours and 26 quality points is required for sophomore standing. (See Academic Standards, page 46 of the current catalogue.)

## COURSES OPEN TO FRESHMEN

### GROUP I—LANGUAGE AND LITERATURE.

- English 1, 2. Freshman Composition.
- English 115, 116. Speech.
- French 1-2. Elementary French.
- French 3-4. Intermediate French.
- French 23-24. Survey of French Literature.
- French 31-32. Elementary French Conversation.
- German 1-2. Elementary German.
- German 7-8. Intermediate German.
- Greek 1-2. Elementary Greek.
- Italian 1-2. Elementary Italian.
- Latin 1-2. Vergil and Ovid.
- Latin 5, 6. Latin Prose and Poetry.
- Latin 13, 14. Literature of the Republic and Empire.
- Spanish 1-2. Elementary Spanish.
- Spanish 3-4. Intermediate Spanish.
- Spanish 29-30. Modern Spanish Readings.
- Spanish 31-32. Elementary Spanish Conversation.

### GROUP II—NATURAL AND MATHEMATICAL SCIENCES.

- Botany 1, 2. General Botany.
- Chemistry 1-2; 3, 4. General Chemistry.
- Physics 1, 2; 3, 4. General Physics.
- Zoology 1, 2. General Zoology.
- Zoology 4. Elementary Anatomy and Physiology.
- Mathematics 11-12; 13-14. Elementary Mathematical Analysis.

### GROUP III—SOCIAL STUDIES AND RELIGION.

- Social Studies 1-2. Introduction to Modern History.
- History 101-102. Ancient History.
- Economics 101-102. Principles of Economics.
- Government 105-106. Government of the United States.
- History 111, 112. The United States of America.
- Sociology 101. An Introduction to Sociology.



Sociology 102. Social Problems.

Religion 105, 106. The History, Literature, and Religion of the Old and New Testaments.

#### GROUP IV—THE ARTS.

Art 1-2. The Nature and Practice of Art.

Art 3-4. History of Architecture.

Art 21-22. Survey of the History of Art.

Music 1-2. Elementary Theory and Ear-Training.

Music 21-22. Music in History.

Music 105-106. Elementary Counterpoint.

Applied Music.

#### PREScribed COURSES

English 1, 2 (see page 10). (For exemption see page 8.)

Foreign Language (see page 9).

Health Education 5 (see page 11).

Physical Education (see page 11).

Since Social Studies 1-2 or History 101-102, and 6 hours of a laboratory science are required for the degree, freshmen are advised to include these subjects in their program of studies.

Six hours of Greek or Latin or Classical Civilization are required for the degree. Freshmen may meet this requirement by taking one of the following courses: Latin 1-2; 5, 6; 13, 14; Greek 1-2.

#### ACHIEVEMENT EXAMINATIONS

For those students who have profited by unusual opportunities or who have taken work in advance of the normal entrance requirements, achievement examinations are offered in the subjects mentioned below. The passing of examinations in these subjects will not give credit toward the Sweet Briar degree but will admit students to more advanced courses, and in certain cases will absolve the departmental and group requirements. Application cards for achievement examinations will be sent to students who request them before September 1. The examinations will be scheduled during the opening week.

A few students may be exempted from English 1, 2 on the basis of entrance credentials.

If a student is exempted from English 1, 2, she must elect English 103-104, SURVEY OF ENGLISH LITERATURE, or English 201, 202, INTERMEDIATE COMPOSITION. Completion of the former course fulfills the English requirement for the degree. For the exempted student who elects INTERMEDIATE COMPOSITION in her freshman year, the English requirement is met subsequently by electing, with due regard to prerequisites, six hours exclusively in English or American Literature, with the exception of English 280 and 293, 294.

Freshmen who have had exceptional preparation in English literature, equivalent to English 103-104, may take an achievement examination covering selections from the works of representative authors from the fourteenth century through the Romantic Period.

Those who have had unusual opportunities for the study of art may take an achievement examination on material covered in the course, SURVEY OF THE HISTORY OF ART, described on page 26.

Students who have had introductory courses in economics and sociology which do not parallel courses at Sweet Briar may take achievement examinations to gain admission to advanced courses.

Achievement examinations may also be given in course material in other subjects, such as foreign languages or sciences.

An achievement test in Music 1-2, ELEMENTARY THEORY AND EAR-TRAINING, is required of all who wish to take applied music for credit. Students interested in the above test may obtain a leaflet entitled *Outlines of Courses in Music which may be offered for entrance credit* by writing to the Director of Admission. Further information about the achievement test is given on page 27 of this booklet.

An achievement examination in Health Education is offered during the opening week and students who pass this examination are exempt from taking Health Education 5, but receive no credit. They will be required to have health conferences as prescribed by the department of Health and Physical Education.

## PLACEMENT IN FOREIGN LANGUAGE COURSES

Upon entrance, each student takes placement tests in every modern foreign language in which she offers two or more units for admission. In French she will be required to take only the aural test if she has taken the French Reading Test of the College Entrance Examination Board. In Spanish she will not be required to take the placement test if she has taken the Spanish Reading Test of the College Entrance Examination Board.

No student is required to continue in college the study of any language she offers for entrance. However, if she wishes to continue such a language, either in the freshman year or later in her college course, the placement test is used as a basis for determining what course she will enter. An exceptional student may be placed in an advanced course and a student whose preparation has been faulty will be placed in a course suited to her needs and ability.

## FOREIGN LANGUAGE REQUIREMENT

Before graduation, a student must have a reading knowledge of one of the following languages: French, German, Greek, Italian, Latin, Spanish.

This requirement may be absolved by examination, or, in special cases, by certification by the department concerned. Examinations are held three times each year, in September and in each semester approximately one or two weeks before the end of classes. Students are urged to meet this requirement as early as possible, but freshmen are advised not to take the examination until January of their first year unless they have had adequate preparation. If a student has not met this requirement by the beginning of her junior year, a course in the language concerned is required. In any case, a student who fails a reading knowledge examination must present evidence of adequate work before she will be permitted to try again. In the case of transfer students, whenever necessary, special arrangements may be made by the Dean for the satisfactory fulfillment of the requirement before graduation.

A list of the courses which students most frequently carry in order to meet the reading knowledge requirement in the various languages is given on page 43 of the current catalogue.

In general it is advisable for freshmen to plan their courses to include a foreign language. If they pass the Reading Knowledge Examination in September and do not wish to continue their study of a foreign language, an adjustment in the program of studies can be made.

Since foreign languages are useful tools in certain fields of specialization both on the undergraduate level and in graduate study, students are advised to give consideration early in their college course to acquiring the requisite language skills for the major field of their choice. The recommendations of each department regarding its major are stated under the department offerings in the catalogue. For graduate work French and German are the languages most frequently required.

## SPEECH REQUIREMENT

An oral test in speech is required of every new student. Students who pass this test have met the speech requirement for graduation; furthermore, they may elect English 115, 116 (described on page 12). All students whose oral reading is unsatisfactory in clarity, strength, or quality are required to attend corrective conferences. *The speech requirement for graduation must be met in one of these ways by the end of the student's first year at Sweet Briar*, unless the instructor in speech, the college physician, or the Dean permits an exception.

## READING TEST

Early in the first semester a reading test will be given to all new students to determine their reading speed and ability to comprehend written English. A course in remedial reading is available for those whose tests indicate the need of assistance.

## COURSES OPEN TO FRESHMEN

### PRESCRIBED COURSES

ENGLISH 1, 2. FRESHMAN COMPOSITION.

English 1, 2 is designed to continue and develop the students' secondary school education in writing and to lead them by means of a varied study of the basic forms of literature to an appreciation of

the bond between author and reader. The course stresses primarily the need for adequate channels of communication and seeks to meet this need by giving intensive training in writing and discussion. The versatility and adaptability of the English language are presented through a study of fiction, poetry, drama, and the essay, and the student is asked for frequent writing on the basis of these readings.

It is hoped that new and stimulating fields of interest may be revealed to the freshman, and that she may discover for herself untried paths of thought and expression. This new awareness often leads to creative effort and the deep satisfaction that comes as its reward. Those students who have experienced this intellectual enjoyment and who wish to pursue the specialized study of literature may avail themselves of a carefully planned series of courses in the field of English.

Considerable reading is required supplementary to English 1, 2. For the convenience of students who wish to begin this during the summer, thus lessening the work of the freshman year, the Reading List is printed in this booklet.

#### HEALTH EDUCATION.

A one semester course which carries one credit, HEALTH EDUCATION 5 is required of all entering students. (See Health Education achievement examination, page 8). This course is intended to supplement previous health education and to indicate the basis for sound health practices through lectures and text book assignments. The physical and medical examination, individual conferences and weekly discussion groups stress the application of this knowledge to the individual in her daily living at college.

#### PHYSICAL EDUCATION.

In planning your physical education courses for the year, read the current catalogue, pages 80-83. It is strongly recommended that the group sport requirement be fulfilled in the fall season and that one of these group sports be elected for credit then.

If Wright & Ditson has not received an order and check for your sports costume by June 1, you will find a blank stamped "Second Notice" enclosed in this book. Please forward it to Wright & Ditson

at once, with the necessary amount and information so that the costume will be at Sweet Briar when you arrive.

In your first week, you will have your physical examination and unless restricted because of health, you may then take part, not only in the various activities which you elect for credit, but under the leadership of the Athletic Association, you may enter other activities either for recreation or further instruction. Sports, dance and outing activities are an integral part of the life at Sweet Briar and you will find in them an excellent source for recreation and getting acquainted with students from other classes.

## ELECTIVE COURSES

### GROUP I—LANGUAGE AND LITERATURE

#### ENGLISH

##### 115, 116. SPEECH.

This is a course in fundamentals: it deals with the basic facts and principles involved in expressive speech. Most of the first semester is spent in the study and practice of voice production and of diction; most of the second is given to the study and practice of discussion and speech-making. The whole year is concerned with the analysis and oral expression of a wide variety of written materials: stories, exposition, argumentation, poetry, drama.

Perhaps the most obvious advantages of such a course are that it shows the means to clear, flexible, pleasant speech, offers directed practice in the common means of human communication, and provides a sound basis for learning the speech of other countries. But it is also true that the study of speech must direct the mind to a precise understanding of any material which is to be spoken; for what is not well understood cannot be well said. This is, then, also a course in the analysis of rhetoric, of exposition, and of literature.

Open to all students, including freshmen, by permission of the instructor. English 115 or the equivalent is prerequisite to English 116.

#### GREEK AND LATIN

Students who do not take at least one year (6 hours) of Greek or Latin in college are required to take CLASSICAL CIVILIZATION 191-192, preferably in the sophomore year. This course is *not* open to freshmen.

## GREEK

### 1-2. ELEMENTARY GREEK.

The fundamentals of Greek grammar are studied, on the basis of Homeric forms, so that in the second semester the reading of selections from the *Odyssey* can be included. It is advisable that the freshmen who elect this course should have four units in Latin for entrance. If a freshman who presents only three entrance units in Latin wishes to elect it, she should consult the head of the department. When this course is followed by Greek 103, 104, PLATO AND HOMER, the students is eligible to take the Reading Knowledge Examination in Greek. (See catalogue, page 43).

## LATIN

### 1-2. VERGIL AND OVID.

Vergil's *Aeneid* I-VI will be read and, if time permits, selections from Ovid's *Metamorphoses*. The first six books of the *Aeneid* tell the story of the destruction of Troy, the flight of Aeneas, his wanderings and adventures until he reached the promised land of Italy. The sixth book, the most famous of all, describes his visit to the underworld. There is a review of Latin syntax and exercises in Latin composition.

Open to students who offer for entrance three units of Latin including Cicero.

### 5, 6. LATIN PROSE AND POETRY.

In the first semester Cicero's essay *On Friendship* and selections from his other works will be read. In the second semester the class will read two books of Vergil's *Aeneid* not previously read, and if time permits, selections from the works of Ovid. The part to be read in the *Aeneid* will be selected when it has been ascertained what the members of the class have read in their college preparatory work. In addition there will be a review of Latin syntax and exercises in Latin composition.

Open to students who offer for entrance three units of Latin, of which the third may be either Cicero or Vergil.

### 13, 14. LITERATURE OF THE REPUBLIC AND EMPIRE.

The reading of the first semester will be the *Menaechmi* of Plautus and selections from the *Epigrams* of Martial and the *Letters* of Pliny,

the Younger. Through the *Menaechmi* the student is introduced to colloquial Latin and Roman comedy. Martial and Pliny present a picture of Roman life in the latter half of the first century A. D. which is rich in detail and interest.

During the second semester Horace's *Odes* and *Epodes* will be read. Horace is the lyric poet of the Augustan Age, a contemporary and friend of Vergil. His poetry reveals a delightful philosophy of life and is of the greatest possible value in increasing the student's appreciation of English literature, since quotations from and allusions to Horace run through all English literature.

Open to students who offer four units of Latin for entrance. Students who take Latin 13, 14 are eligible to take the Reading Knowledge Examination in Latin in the spring of the current year. (See catalogue, page 43.)

## MODERN LANGUAGES

### FRENCH

#### 1-2. ELEMENTARY FRENCH.

This course consists of a thorough study of the essentials of grammar. Exercises in reading and oral drills are presented in a manner to encourage the students to speak French from the beginning. In addition stories of average difficulty are translated with a view to increasing the students' vocabulary.

#### 3-4. INTERMEDIATE FRENCH.

The course opens with the reading of a twentieth century play giving the opportunity for conversation based on the most up-to-date idioms and expressions. This is followed by study of a novel, poems, and short stories with occasional lectures on French culture and civilization. From time to time the class is referred to French newspapers for articles of current interest. Drill in pronunciation and grammar throughout the year should enable the student to acquire a good foundation in spoken and written French.

Open to students who offer two units of French for entrance.



## 23-24. SURVEY OF FRENCH LITERATURE.

This course traces the development of trends in literature in relation to the social, historical, and religious conditions in France from the Middle Ages through the nineteenth century. Selections from representative French authors are read and discussed. A minimum study of grammar is included to aid in accurate reading, writing and speaking of the language. One section will be conducted entirely in French and the others mainly in English at the beginning and thereafter largely in French.

Open to students offering three units of French for entrance.

## 31-32. ELEMENTARY FRENCH CONVERSATION.

The aim of this course is to give the student confidence in expressing herself in simple, idiomatic French. The vocabulary is based on topics of everyday interest such as food, clothing, sports, shopping, newspapers, current events, films.

Open to students offering two or more units for entrance, by permission of the instructor or the chairman of the department.

## GERMAN

### 1-2. ELEMENTARY GERMAN.

This course consists of a thorough study of the essentials of grammar. Exercises in reading and oral drills are presented in a manner to encourage the students to speak German from the beginning. In addition stories of average difficulty are read with a view to increasing the students' vocabulary.

### 7-8. INTERMEDIATE GERMAN.

This course is designed to help the student to acquire some ease in expressing herself in written and oral German and to become acquainted with representative German authors. A part of the course will be devoted to a systematic review of grammar, word formation and analysis of sentence construction.

Open to students offering two units of German for entrance.

## ITALIAN

### 1-2. ELEMENTARY ITALIAN.

This course consists of the study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on contemporary Italian life. Upon the completion of this course the student is expected to be able to express in Italian simple ideas relative to daily life and to understand written and spoken Italian of average difficulty. Given in alternate years. Not given in 1951-52.

## SPANISH

### 1-2. ELEMENTARY SPANISH.

This course consists of the study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on present day Spanish and Spanish-American life. Upon the completion of this course the student is expected to be able to express in Spanish simple ideas and to understand spoken and written Spanish of average difficulty.

### 3-4. INTERMEDIATE SPANISH.

This course is designed to help the student to acquire some ease in expressing herself in written and oral Spanish and to become acquainted with representative Spanish authors of modern times. A part of the course will be devoted to a systematic review of pronunciation, grammar, verb drills and theme writing.

Open to students who offer two units of Spanish for entrance.

### 29-30. MODERN SPANISH READINGS.

This course combines the study of representative Hispanic writers with further drill in grammar, composition and vocabulary building. After the first two weeks, the course will be conducted exclusively in Spanish.

Open to students who offer three units of Spanish for entrance.

### 31-32. ELEMENTARY SPANISH CONVERSATION.

The aim of this course is to give the student confidence in expressing herself easily in simple, idiomatic Spanish. The class exercises will be based on topics of everyday interest.

Open to students offering two units of Spanish for entrance, by permission of the instructor.

## GROUP II—NATURAL AND MATHEMATICAL SCIENCES

### BOTANY

#### 1, 2. GENERAL BOTANY.

The course aims to enable the student to acquire an understanding of the importance of plants in the life on the earth. Laboratory and field work, especially, are designed to stimulate the student to discover for herself the facts and principles of plant interrelationships, and their significance to man, and also to help her find the real satisfaction and enjoyment to be derived from an understanding of her surroundings.

The first semester is concerned with the flowering plants: how they are constructed; how they manufacture plant substances from raw materials and the part which they play in the rotation of elements in nature; how they adapt themselves to their environment; how they reproduce; their conservation and their historical and economic importance.

The second semester deals with a series of plants ranging from simple, microscopic forms to the complex, higher or flowering plants. This general survey of the plants on the earth today indicates their possible relationships and how they might have evolved from the vegetation which was here millions of years ago. A brief study of heredity and variation among plants, plant communities and natural vegetation regions of North America, and the identification of certain flowering plants is included.

### CHEMISTRY

#### 1-2. GENERAL CHEMISTRY.

All matter, whether earth, plant or animal, is made up of combinations of elements. These elements may be metals, like copper and aluminum, or non-metals, such as carbon and oxygen. Chemistry is a study of these elementary substances and their compounds, and of the general laws which enable us to understand their reactions: why iron rusts and coal burns; why chlorine is a bleaching agent; how the pure metals are won from their ores.

It is a study of the invisible particles called atoms which make up every substance, and of the differences in the structure of these atoms which accounts for the characteristic properties. In the new era of

atomic energy knowledge of atomic structure serves to show why the heavier metals such as radium are radioactive and how the fission of uranium can be accomplished, producing enormous quantities of energy. This course also introduces the student to the compounds of carbon which compose all living organisms.

Theoretical aspects are stressed in the lecture and laboratory to enable the student to understand the laws governing chemical reactions and to stimulate that process of keen observation, logical reasoning, and precise expression of thought and word which characterizes the physical science.

### 3, 4. GENERAL CHEMISTRY.

This course is designed for those students who have had an introduction to chemistry and have learned the vocabulary in secondary school. It has the same purpose as Chemistry 1-2, of teaching the mental and technical accuracy needed for science, with some additional subjects not treated in the other course.

All material dealing with the atom and its structure is covered again in greater detail with an emphasis on theoretical aspects useful for a more complete understanding of the general laws governing the elements and their reactions. Simple quantitative relationships are studied with suitable experiments in the laboratory.

This work is used as a foundation for a study of the principles of qualitative analysis illustrated in the laboratory by a simple scheme of separation and identification of salts of the common elements.

## PHYSICS

### 1, 2. GENERAL PHYSICS.

Physics is the study of natural laws. It answers questions about observations we encounter in daily life such as why the sky is blue, why we hear the thunder as a long roar after the lightning has occurred or why there are ocean tides and many other questions of this kind. On the other hand it takes up the explanation of how motors run, how airplanes fly, how electric current is made and brought to our houses or how a musical tone is produced. It includes the study of light and colors and the instruments that help our eyes, such as eyeglasses, microscopes, telescopes and cameras. It gives the

student practice in the laboratory in handling delicate instruments, in hooking up electric circuits, in performing accurate measurements. In short it makes the student aware of the great advances in knowledge that underlie our present day life.

### 3, 4. GENERAL PHYSICS.

The course covers the same field as does Physics 1, 2. It is intended for those students who are especially interested in sciences and mathematics. Though no special requirement in mathematics is necessary some knowledge of trigonometry is recommended, or at least the desire to become familiar with it. Thus a student can derive greater satisfaction through the ability to express a fundamental law in a more rigorous mathematical way.

## ZOOLOGY

### 1, 2. GENERAL ZOOLOGY.

### 4. ELEMENTARY ANATOMY AND PHYSIOLOGY.

Because humans are living and fundamentally like other animals, the study of animals helps us to understand ourselves; why we need food and how we use it; why we need exercise; how machine-like our bodies are. Zoology also shows how animals perpetuate their kind; the general relationships of the many varieties and something of their influence on each other as well as how civilization affects them.

Zoology 1 uses an intensive study of the frog as a representative vertebrate to introduce the student to biological principles and to give her a general idea of the structures and functions found in higher animals. In the second semester she may elect either Zoology 2 or Zoology 4.

In Zoology 2 the student continues to increase her knowledge of animal life and its evolution through a study of a series of animals, beginning with the simplest and proceeding through more complex types. This course is a prerequisite for most of the advanced courses in zoology.

In Zoology 4, ELEMENTARY ANATOMY AND PHYSIOLOGY, the student gains further understanding of the structure of the human body, by studying models and by dissecting a small mammal. Through

discussions and a few experiments she learns how the systems and organs work individually and how they cooperate with each other in the living body.

## MATHEMATICS

11-12, 13-14. ELEMENTARY MATHEMATICAL ANALYSIS.

Students in a liberal arts college elect mathematics with various objectives in mind. Some wish merely to explore the field of mathematics; some, whose interest already lies in the physical and natural sciences, require knowledge of mathematics as a tool for scientific work; and some are led by previous interest to further study.

ELEMENTARY MATHEMATICAL ANALYSIS attempts to meet the needs of all three groups in presenting the essentials of college algebra, trigonometry, analytic geometry, and elementary calculus. It is intended to correlate closely the topics mentioned as well as to show their relationships to other fields of endeavor.

Mathematics 13-14 is designed for the student who offers for entrance two units of algebra and one of plane geometry. Mathematics 11-12 is designed for the student who offers one-half unit of trigonometry in addition to the algebra and geometry mentioned.

## GROUP III—SOCIAL STUDIES AND RELIGION

In this group are described courses offered to freshmen in the Division of Social Studies and the Department of Religion.

There are eight courses in the Division of Social Studies open to freshmen. They are: Social Studies 1-2, INTRODUCTION TO MODERN HISTORY; History 101-102, ANCIENT HISTORY; Economics 101-102, PRINCIPLES OF ECONOMICS; Government 105-106, GOVERNMENT OF THE UNITED STATES: HISTORY AND PRACTICE; History 111, 112, THE UNITED STATES OF AMERICA; Sociology 101, AN INTRODUCTION TO SOCIOLOGY; Sociology 102, SOCIAL PROBLEMS.

Social Studies 1-2, INTRODUCTION TO MODERN HISTORY, is the basic course for the division. This course satisfies the degree requirement of six hours in history under Group III, and is prerequisite to all other courses in the division, except for students who, with the permission of the instructor, elect History 101-102, ANCIENT HIS-

TORY, as their initial course. For such students, History 101-102 is accepted as an alternative to Social Studies 1-2. Students are strongly advised to take Social Studies 1-2, or History 101-102, in the freshman year. Economics 101-102 or Government 105-106 or History 111, 112 or Sociology 101, 102 may be taken concurrently with Social Studies 1-2.

#### SOCIAL STUDIES 1-2. INTRODUCTION TO MODERN HISTORY.

The aim of this course is to help students use the past for a better understanding of their own times. It gives fundamental training in the social studies and a foundation for further work in history, economics, government, and sociology. Its organization on the chronological basis of European history also provides a useful frame of reference for the study of English and other literatures, and for the history of music, art, philosophy, and science.

The course begins with a brief study of mediaeval institutions and ideas which present patterns for comparison and contrast with our own. The age of the Renaissance and Reformation illuminates the ways in which peoples of one age draw on the past to develop and interpret their own experiences and problems. As religion, business and government acquire national characteristics in the 16th and 17th centuries, the topics studied highlight the often painful processes by which men work out changes in their ways of living, as well as the origins of modern science and the new ways of thought accompanying it. Acquaintance with the foundations laid in the 18th century for our heritage of philosophy, politics, and economic and social institutions facilitates a more intelligent understanding of present issues. In the later part of the course, major problems of the 19th and 20th centuries are analyzed: the commercial and industrial revolutions, the conflicts of imperialism, the struggles of democracy and dictatorship, and modern science and technology, culminating in the atomic age.

The students read extensive selections from significant source materials, which are chosen both to clarify the traditions of human thought, and to provide access to historical documents and literature that form an integral part of contemporary civilization. A sub-

stantial portion of the class time is given over to informal discussion of these source materials and of their significance in the making of the modern mind.

#### HISTORY 101-102. ANCIENT HISTORY.

The study of ancient history affords an opportunity to trace the origins of fundamental political, social and economic institutions and ideas on which our modern western civilization is based, from the earliest organized community life in the Near East to the period of transition from the centralized Roman Empire to the Christian and Moslem successor-states of the early Middle Ages. The dynamic influence of migrations and settlements of different peoples on the development of the Mediterranean world, and the characteristic institutions of the city-states and the great kingdoms of the Near East enable one to trace the growth of contrasting types of government, law, religion and social customs and interstate relations through the long period of history that preceded the rise of the classical civilization of the Greeks and Romans.

The greater part of the course is devoted to a more detailed study of the Greek city-states, the Hellenistic Age, and the Roman Republic and Empire, which prepared the way for the political institutions and ideas of the modern world, and established the basic patterns of philosophy, ethics, and the liberal arts. Classical economic institutions afford striking contrasts with those of the modern world, so that modern problems may be seen in clearer perspective by comparison with those of the ancient world. This course thus performs a function parallel with that of Social Studies 1-2, in the study of earlier stages in the development of civilization.

History 101-102 is recommended primarily for students interested in ancient civilization, and particularly for those who may plan majors in Ancient History, Latin, Art, or Classical Civilization. Freshmen who wish to elect History 101-102 should obtain permission of the instructor before registering for the course. This course satisfies the degree requirement of six hours in history under Group III.

#### ECONOMICS 101-102. PRINCIPLES OF ECONOMICS.

The course in PRINCIPLES OF ECONOMICS pictures for the student the complex system of institutions such as factories, corporations, and



banks which make up the present economic order and provides an introduction to the literature dealing with principles of economics. At the beginning of the year the historical growth of the system and the parallel development of explanations of its workings are stressed. Throughout, the course aims to emphasize the connection of economics with other studies and to help the students to relate them. A bibliography is provided which should suggest new fields of exploration for those who wish to continue their study.

A limited number of freshmen are admitted to the course in PRINCIPLES OF ECONOMICS, with permission of the instructor. It is advisable that students who enter the course as freshmen should have had American, English, or European history in the last two years of preparatory school, or a social study course or other preparation or experience which has made them wish to understand the workings of the economic system.

GOVERNMENT 105-106. GOVERNMENT OF THE UNITED STATES:  
HISTORY AND PRACTICE.

This course considers the organization and institutions of our government in their historical setting. Emphasis is laid upon the fundamental issues and problems of our democratic system of government. Early and current source materials are used, and students are given an opportunity for the exercise of critical judgment upon present-day problems. A limited number of freshmen will be admitted with the permission of the instructor.

HISTORY 111. THE UNITED STATES OF AMERICA: FROM THE PERIOD  
OF DISCOVERIES TO 1865.

HISTORY 112. THE UNITED STATES OF AMERICA: 1865 TO THE  
PRESENT.

These two closely related courses are basic survey courses in the field of American history. They are one-semester courses, History 112 following upon History 111. Previously open to all classes except freshmen, these courses were experimentally opened, in 1949-1950, to a limited number of freshmen, with the permission of the instructor.

## SOCIOLOGY 101. AN INTRODUCTION TO SOCIOLOGY.

AN INTRODUCTION TO SOCIOLOGY deals with people and their social problems: the relative importance of geography, biological heredity, culture, and group life in the development of human personality; race; social classes; the function of social institutions such as the family, religion, economic organization, recreation and government; our changing population; and methods of social control. This course gives the basic concrete material upon which all other sociology courses are built.

A limited number of freshmen are admitted to Sociology 101 with permission of the instructor.

## SOCIOLOGY 102. SOCIAL PROBLEMS.

In the second semester students will continue with the study of contemporary problems. Special attention will be given to social problems resulting from the failure of social institutions to meet human needs. Some of the topics studied are: unemployment, health problems, race conflict, poverty, war, crime, and family disorganization. The emphasis is on the basic causes of social maladjustments and their interrelations and not upon the individual variations of problems and their solutions. This course therefore gives the foundation upon which to build more advanced courses such as: RACE RELATIONS, DELINQUENCY AND CRIME, THE FIELD OF SOCIAL WORK, and LABOR PROBLEMS.

## RELIGION

Students and instructors in the religion classes at Sweet Briar come from diverse denominational backgrounds. Emphasis is placed upon basic aspects of the material studied and its relation to the whole of the cultural heritage with which a liberal arts education deals. In matters of interpretation and appraisal, students are encouraged to exercise independence of thought while respecting the convictions of others. They may thus find what religion can mean in their own lives and how they can take a constructive part in the religious life of their own day.

105, 106. THE HISTORY, LITERATURE, AND RELIGION OF THE OLD  
TESTAMENT AND OF THE NEW TESTAMENT.

The course open to freshmen is the introductory study of the Bible, which underlies all of the other courses in religion. In connection with its central religious purpose, the Biblical material offers opportunity for literary appreciation, historical and sociological analysis, ethical evaluation, and philosophic insight.

Throughout the history of the Hebrew people are seen issues comparable to those faced today, such as the clash and interplay of cultures, the struggle against military or economic imperialism, the motives and influence of the men who shaped or destroyed their own nation, and the defense of the oppressed by prophets who challenged each generation in the name of the God of righteousness. Stories, poems, laws, and prayers, all reveal a people's growing understanding of God's relation to their group life and to the individual's inner search for what is lasting and satisfying.

In the New Testament, this understanding finds a focus and culmination in Jesus. The Gospels show how his teaching and healing and uncompromising decisions drew some to follow him and made others seek his death. The book of Acts indicates how the movement that centered in him burst the barriers of race and spread throughout the Roman Empire. Paul's letters present the inner experience of faith in Christ and its outer results in transforming human relations, while the later New Testament writings shed some new light on how the Christian communities met their internal problems and external dangers, and how they thought out the meaning of their faith.

GROUP IV—THE ARTS

ART

In the Department of Art there are three courses open to freshmen: Art 1-2, THE NATURE AND PRACTICE OF ART; Art 3, 4, HISTORY OF ARCHITECTURE; ART 21-22, SURVEY OF THE HISTORY OF ART. Any one of these fulfills the degree requirement in Group IV.

1-2. THE NATURE AND PRACTICE OF ART.

This course is an introduction to art. It aims to give the student a basic grasp of the laws and modes of expression in the arts. It seeks to answer the question, "What is art?" The meaning of art cannot

be gained solely through words but must be gained through experience. For this reason studio work is an integral part of the course; it presupposes no special talent, skill or previous training in the practice of art and is prerequisite to the studio courses in design, drawing, painting and modeling, which are open to sophomores, juniors and seniors.

Architecture, sculpture, and painting are viewed as present realities. History is studied as a means to a broader, richer and more substantial understanding of the living arts.

Fundamentally, the course seeks to develop the student's taste and to stimulate her creative initiative. It is the prerequisite to the major in art.

### 3, 4. HISTORY OF ARCHITECTURE.

Architecture is the basic art, originating from man's fundamental need for shelter. Primitive man sought the natural shelter of caves and later began to build shelter for himself. As soon as man began to consider form, beauty and function in his building, construction became architecture and an art. The ultimate aim in studying the development of architecture is to cultivate the student's taste, her sense of design, seen most easily in architecture, her discernment between what is good and what is bad in building, and at the same time to make a contribution to her general cultural background.

This course begins with a brief study of the elements of architecture and the fundamental types of construction. The survey of architecture through the ages includes, in the first semester, Egypt, Mesopotamia, Greece, Rome, the Early Christian and Byzantine world; in the second semester, Romanesque, Gothic, Renaissance, modern and contemporary architecture.

There is no studio work in connection with this course. The lectures and discussions are amply illustrated with lantern slides and a good collection of mounted photographs is at the disposal of the students for study outside of class.

The second semester of this course may be taken independently of the first.

### 21-22. SURVEY OF THE HISTORY OF ART.

This course is a general introduction to the history of art throughout the ages, with emphasis on the art of the western world which

has contributed directly to our cultural traditions. It provides a general survey of the whole development of art, including a brief view of oriental art, and also serves as a foundation for advanced courses in various fields of art.

The principal periods of art from the prehistoric cave paintings of western Europe to the present day in Europe and America are traced chronologically. The varying styles of architecture, painting and sculpture in each period are discussed in relation to its cultural and political history. Open to all students, the course is conducted by means of lectures and discussions and is illustrated by lantern slides; photographs are available for the student's individual study.

## MUSIC

In the Department of Music there are several courses open to freshmen. Music 1-2, *ELEMENTARY THEORY AND EAR-TRAINING*, is the required course for students of Applied Music, unless they are able to pass an achievement test in the fall before they register in the department. This test covers the material of the course, but if that part of it covering the material of the first semester is passed and not that of the second, the student may enter the course at the beginning of the second semester. For those who pass the test in its entirety a more advanced course in theory is offered, Music 105-106, *ELEMENTARY COUNTERPOINT*. Another course open to freshmen is Music 21-22, *MUSIC IN HISTORY*, a survey that offers a very interesting correlation with general history. Applied Music (piano, violin, organ, and singing) is also open to freshmen and it is advisable that students who wish to pursue this study in college begin in the freshman year. Applied Music is usually taken in conjunction with one of the courses mentioned above and, indeed, must be so taken if credit is to be given. (See Applied Music on page 97 of the catalogue.)

Music students are advised to take courses in French and German as early as possible and for students of singing a study of Italian is essential.

Glee Club and Choir offer unusual opportunities to those who enjoy group singing.

## 1-2. ELEMENTARY THEORY AND EAR-TRAINING.

This course aims to give the student a thorough knowledge of the rudiments of music and the necessary background for all the other courses in the music department. The student learns to construct and recognize all forms of scales, intervals and simple chords. Sight-singing and ear-training are integral parts of the course. (See page 27 for possible exemption from this course.)

## 21-22. MUSIC IN HISTORY.

The course is designed as an introduction to music literature. Emphasis is laid upon the great periods in music history in relation to the social, political, religious and economic factors which determined them. It is conducted by means of lectures, discussions and musical illustrations. Regular listening hours are scheduled. The course is intended for the general student as well as for those who expect to continue music study. It meets the degree requirement of Group IV and it is a prerequisite for more advanced courses in music history.

Open to freshmen and upper-classmen.

## 105-106. ELEMENTARY COUNTERPOINT.

This course is planned to acquaint the student with the concepts and techniques of the polyphonic music of the sixteenth century out of which the classic and modern usages grew. The meaning of key and of mode, the function of each note in the key, rhythmic functions, the use of consonance and dissonance are all investigated in their relation to the writing of melody. This study includes the writing of two-, three-, and four-part counterpoint and aims to lay the broad foundation for the subsequent study of harmony and composition.

Open to new students who pass the achievement test in Music 1-2.

## APPLIED MUSIC.

Entering students who plan to study applied music in college should read carefully the statements under Applied Music on pages 97 and 98 of the catalogue. It is sometimes impossible to grant college credit to freshmen in the first semester because they do not offer the required material as specified on entrance. Students who wish to take applied music without credit must consult with and be advised by the department.

# FRESHMAN READING LIST

The minimum requirement is: one long or two short selections from *Biographies, Diaries and Letters* and from *Novels*; ten short and two longer selections from *Miscellaneous Prose*; eight selections from *Short Stories* and from *Plays*; and one hundred pages of *Poetry*. It is expected that students will make their selections with due regard to balance and variety.

## BIOGRAPHIES, DIARIES AND LETTERS

Allen, Hervey	ISRAEL: THE LIFE AND TIMES OF EDGAR ALLAN POE
Anthony, Katherine	CATHERINE THE GREAT
Arblay, Mme. d'	DIARY AND LETTERS
Arvin, Newton	HERMAN MELVILLE
Barrie, J. M.	MARGARET OGILVIE
Buchan, John	PILGRIM'S WAY
Byron, G. G. lord	LETTERS
Canby, H. S.	THOREAU
Clemens, Samuel	LIFE ON THE MISSISSIPPI
Cowper, William	LETTERS
Curie, Eve	MADAME CURIE
DeKruif, Paul	MICROBE HUNTERS
Franklin, Benjamin	AUTOBIOGRAPHY
Garland, Hamlin	SON OF THE MIDDLE BORDER
Gaskell, Elizabeth	LIFE OF CHARLOTTE BRONTË
Grenfell, Wilfred	FORTY YEARS FOR LABRADOR
Guedalla, Philip	BONNET AND SHAWL
Holt, Rackham	GEORGE WASHINGTON CARVER
Hudson, W. H.	FAR AWAY AND LONG AGO
James, Henry	NOTEBOOKS
Keats, John	LETTERS
Lagerlöf, Selma	MARBACKA
Ludwig, Emil	THREE TITANS
Marsh, E. H.	RUPERT BROOKE: A MEMOIR
Maugham, W. S.	THE SUMMING UP

Maurois, André . . . . .	BYRON
Mencken, H. L. . . . .	HAPPY DAYS, 1880-1892
Pearson, Hesketh . . . . .	G. B. S.
Pepys, Samuel . . . . .	DIARY
Rihbany, A. M. . . . .	THE SYRIAN CHRIST
Sandburg, Carl . . . . .	ABRAHAM LINCOLN, THE PRAIRIE YEARS
Smith, L. P. . . . .	UNFORGOTTEN YEARS
Steffens, Lincoln . . . . .	AUTOBIOGRAPHY
Stewart, Randall . . . . .	NATHANIEL HAWTHORNE
Strachey, G. L. . . . .	EMINENT VICTORIANS
Strachey, G. L. . . . .	QUEEN VICTORIA
Van Doren, Carl . . . . .	BENJAMIN FRANKLIN
White, N. I. . . . .	PORTRAIT OF SHELLEY

## NOVELS

Austen, Jane . . . . .	EMMA
Austen, Jane . . . . .	PRIDE AND PREJUDICE
Balderston, J. L. and Sybil Bolitho . . . . .	A GODDESS TO A GOD
Barrie, J. M. . . . .	SENTIMENTAL TOMMY
Bennett, Arnold . . . . .	THE OLD WIVES' TALE
Blackmore, R. D. . . . .	LORNA DOONE
Bowen, Elizabeth . . . . .	THE DEATH OF THE HEART
Brontë, Charlotte . . . . .	JANE EYRE
Brontë, Emily . . . . .	WUTHERING HEIGHTS
Butler, Samuel . . . . .	THE WAY OF ALL FLESH
Cather, Willa . . . . .	DEATH COMES FOR THE ARCHBISHOP
Cather, Willa . . . . .	MY ANTONIA
Conrad, Joseph . . . . .	LORD JIM
Cooper, J. F. . . . .	THE SPY
Crane, Stephen . . . . .	THE RED BADGE OF COURAGE
Defoe, Daniel . . . . .	CAPTAIN SINGLETON
Dickens, Charles . . . . .	GREAT EXPECTATIONS
Dos Passos, John . . . . .	MANHATTAN TRANSFER
Douglas, Norman . . . . .	SOUTH WIND
Eliot, George <i>pseud.</i> . . . .	THE MILL ON THE FLOSS
Faulkner, William . . . . .	INTRUDER IN THE DUST



Fitzgerald, F. S. . . . .	THE PORTABLE F. SCOTT FITZGERALD
Forster, E. M. . . . .	A PASSAGE TO INDIA
Galsworthy, John . . . . .	THE FORSYTE SAGA
Galsworthy, John . . . . .	A MODERN COMEDY
Gaskell, Elizabeth . . . . .	CRANFORD
Gide, André . . . . .	STRAIT IS THE GATE
Glasgow, Ellen . . . . .	BARREN GROUND
Goldsmith, Oliver . . . . .	THE VICAR OF WAKEFIELD
Hardy, Thomas . . . . .	FAR FROM THE MADDING CROWD
Hardy, Thomas . . . . .	THE MAYOR OF CASTERBRIDGE
Hardy, Thomas . . . . .	TESS OF THE D'URBERVILLES
Hemingway, Ernest . . . . .	A FAREWELL TO ARMS
Heyward, Du Bose . . . . .	PORGY
Hudson, W. H. . . . .	GREEN MANSIONS
Hughes, Richard . . . . .	THE INNOCENT VOYAGE
Huxley, Aldous . . . . .	BRAVE NEW WORLD
James, Henry . . . . .	GREAT SHORT NOVELS
James, Henry . . . . .	THE PORTRAIT OF A LADY
James, Henry . . . . .	THE AMBASSADORS
Kipling, Rudyard . . . . .	KIM
Lawrence, D. H. . . . .	SONS AND LOVERS
Lewis, Sinclair . . . . .	ARROWSMITH
Mann, Thomas . . . . .	BUDDENBROOKS
Maugham, W. S. . . . .	OF HUMAN BONDAGE
Melville, Herman . . . . .	MOBY DICK
Orwell, George . . . . .	NINETEEN EIGHTY-FOUR
Paton, Alan . . . . .	CRY, THE BELOVED COUNTRY
Reade, Charles . . . . .	THE CLOISTER AND THE HEARTH
Scott, Sir Walter . . . . .	THE BRIDE OF LAMMERMOOR
Scott, Sir Walter . . . . .	THE HEART OF MIDLOTHIAN
Shaw, Irwin . . . . .	THE YOUNG LIONS
Short, R. W. <i>ed.</i> . . . .	FOUR GREAT AMERICAN NOVELS
Steinbeck, John . . . . .	THE GRAPES OF WRATH
Steinbeck, John . . . . .	TORTILLA FLAT
Stephens, James . . . . .	THE CROCK OF GOLD
Stevenson, R. L. . . . .	THE MASTER OF BALLANTRAE

Thackeray, William . . . . .	VANITY FAIR
Tolstoy, Leo . . . . .	ANNA KARENINA
Undset, Sigrid . . . . .	THE BRIDAL WREATH
Warren, R. P. . . . .	ALL THE KING'S MEN
West, Rebecca . . . . .	THE THINKING REED
Wharton, Edith . . . . .	THE HOUSE OF MIRTH
Wilder, Thornton . . . . .	THE IDES OF MARCH

## SHORT STORIES

Anderson, Sherwood . . . . .	WINESBURG, OHIO
Barrie, J. M. . . . .	A WINDOW IN THRUMS
Beerbohm, Max . . . . .	SEVEN MEN
Cather, Willa . . . . .	THE LOST LADY
Cather, Willa . . . . .	YOUTH AND THE BRIGHT MEDUSA
Chekhov, Anton . . . . .	THE PORTABLE CHEKHOV
Conrad, Joseph . . . . .	YOUTH
Faulkner, William . . . . .	COLLECTED STORIES
Forster, E. M. . . . .	COLLECTED TALES
Gordon, Caroline and Allen Tate <i>eds.</i> . . . .	THE HOUSE OF FICTION
Grahame, Kenneth . . . . .	THE GOLDEN AGE
Greene, Graham . . . . .	NINETEEN STORIES
Harte, Bret . . . . .	THE LUCK OF ROARING CAMP
Hearn, Lafcadio . . . . .	CHITA
Heilman, R. B. <i>ed.</i> . . . .	MODERN SHORT STORIES
Hemingway, Ernest . . . . .	THE FIFTH COLUMN AND THE FIRST FORTY-NINE STORIES
Henry, O. <i>pseud.</i> . . . .	SELECTED STORIES
James, Henry . . . . .	SHORT STORIES
James, Henry . . . . .	THE TURN OF THE SCREW
Kafka, Franz . . . . .	THE PENAL COLONY
Kipling, Rudyard . . . . .	ALL THE PUCK STORIES
Mann, Thomas . . . . .	STORIES OF THREE DECADES
Mansfield, Katherine . . . . .	SHORT STORIES
Maupassant, Guy de . . . . .	SHORT STORIES
Munro, H. H. . . . .	SHORT STORIES OF SAKI
Poe, E. A. . . . .	TALES OF MYSTERY AND IMAGINATION
Porter, K. A. . . . .	FLOWERING JUDAS

Saroyan, William	MY NAME IS ARAM
Steinbeck, John	THE PORTABLE STEINBECK
Stevenson, R. L.	NEW ARABIAN NIGHTS
Wells, H. G.	SHORT STORIES
Welty, Eudora	A CURTAIN OF GREEN
Wharton, Edith	ETHAN FROME
Wilder, Thornton	THE BRIDGE OF SAN LUIS REY
Wilson, Angus	THE WRONG SET
Yarmolinsky, Avrahm <i>ed.</i>	A TREASURY OF GREAT RUSSIAN STORIES

### MISCELLANEOUS PROSE

Anderson, Sherwood	THE PORTABLE SHERWOOD ANDERSON
Arnold, Matthew	LITERARY AND CRITICAL ESSAYS
Bacon, Francis	ESSAYS
Beebe, C. W.	EDGE OF THE JUNGLE
Beerbohm, Max	AND EVEN NOW
Beerbohm, Max	A CHRISTMAS GARLAND
Chesterton, G. K.	TREMENDOUS TRIFLES
Clemens, Samuel	INNOCENTS ABROAD
Clemens, Samuel	THE PORTABLE MARK TWAIN
Clemens, Samuel	A TRAMP ABROAD
Coleridge, S. T.	ESSAYS AND LECTURES ON SHAKESPEARE
Conrad, Joseph	THE PORTABLE CONRAD
Dana, R. H.	TWO YEARS BEFORE THE MAST
Dinesen, Isak <i>pseud.</i>	OUT OF AFRICA
Edman, Irwin	PHILOSOPHER'S HOLIDAY
Ellis, Havelock	THE SOUL OF SPAIN
Emerson, R. W.	ESSAYS, FIRST AND SECOND SERIES
Graves, Robert	THE WHITE GODDESS
Hamilton, Frederick <i>lord</i>	VANISHED POMPS OF YESTERDAY
Hawthorne, Nathaniel	THE PORTABLE HAWTHORNE
Hazlitt, William	CHARACTERS OF SHAKESPEARE'S PLAYS
Hearn, Lafcadio	GLIMPSES OF UNFAMILIAR JAPAN
Hersey, John	HIROSHIMA

Holmes, O. W. . . . .	AUTOCRAT OF THE BREAKFAST TABLE
Hutton, Laurence . . . . .	LITERARY LANDMARKS OF EDINBURGH
Huxley, Aldous . . . . .	ON THE MARGIN
Irving, Washington . . . . .	THE ALHAMBRA
Joyce, James . . . . .	THE PORTABLE JAMES JOYCE
Lamb, Charles . . . . .	THE PORTABLE CHARLES LAMB
Lawrence, T. E. . . . .	REVOLT IN THE DESERT
Lee, Sidney . . . . .	STRATFORD-ON-AVON
Lewis, C. S. . . . .	THE SCREWTAPE LETTERS
Lucas, E. V. . . . .	ALL OF A PIECE
Melville, Herman . . . . .	TYPEE
Montaigne, Michel de . . . . .	ESSAYS
Niles, Blair . . . . .	A JOURNEY IN TIME; PERUVIAN PAGEANT
Nordhoff, C. B. and J. N. Hall . . . . .	MUTINY ON THE BOUNTY
Parkman, Francis . . . . .	THE OREGON TRAIL
Pater, Walter . . . . .	APPRECIATIONS
Priestley, John . . . . .	ENGLISH JOURNEY
Reppier, Agnes . . . . .	ESSAYS IN MINIATURE
Saint Exupéry, Antoine de . . . . .	WIND, SAND AND STARS
Stark, Freya . . . . .	BAGDAD SKETCHES
Stauffer, Donald . . . . .	THE NATURE OF POETRY
Stevenson, R. L. . . . .	SELECTED ESSAYS
Stevenson, R. L. . . . .	INLAND VOYAGE AND TRAVELS WITH A DONKEY
Swift, Jonathan . . . . .	THE PORTABLE SWIFT
Synge, J. M. . . . .	THE ARAN ISLANDS
Thoreau, Henry . . . . .	THE PORTABLE THOREAU
Thurber, James . . . . .	THE THURBER CARNIVAL
Tomlinson, Henry . . . . .	THE SEA AND THE JUNGLE
Van Doren, Mark . . . . .	LIBERAL EDUCATION
Waln, Nora . . . . .	THE HOUSE OF EXILE
White, E. B. . . . .	ONE MAN'S MEAT
Wilde, Oscar . . . . .	THE PORTABLE OSCAR WILDE
Wolfe, Thomas . . . . .	THE PORTABLE THOMAS WOLFE
Woolf, Virginia . . . . .	THE COMMON READER
Woolf, Virginia . . . . .	A ROOM OF ONE'S OWN

## PLAYS

Anderson, Maxwell . . . . .	ELEVEN VERSE PLAYS
Barrie, J. M. . . . .	THE ADMIRABLE CRICHTON
Barrie, J. M. . . . .	DEAR BRUTUS
Chekhov, Anton . . . . .	THE CHERRY ORCHARD
Eliot, T. S. . . . .	MURDER IN THE CATHEDRAL
Five Great Modern Irish Plays	
Galsworthy, John . . . . .	PLAYS
Goldsmith, Oliver . . . . .	SHE STOOPS TO CONQUER
Gregory, Isabella <i>lady</i> . . . . .	SEVEN SHORT PLAYS
Housman, Laurence . . . . .	VICTORIA REGINA
Ibsen, Henrik . . . . .	ELEVEN PLAYS
Martinez Sierra, Gregorio . . . . .	THE CRADLE SONG
Molnar, Ferenc . . . . .	THE SWAN
O'Neill, Eugene . . . . .	NINE PLAYS
Pirandello, Luigi . . . . .	THREE PLAYS
Rostand, Edmund . . . . .	CYRANO DE BERGERAC
Sartre, J. P. . . . .	NO EXIT, AND THE FLIES
Sayers, Dorothy . . . . .	THE ZEAL OF THY HOUSE
Shakespeare, William . . . . .	PLAYS
Shaw, G. B. . . . .	NINE PLAYS
Sheridan, Richard . . . . .	PLAYS
Sherriff, Robert . . . . .	JOURNEY'S END
Sherwood, Robert . . . . .	ABE LINCOLN IN ILLINOIS
Synge, J. M. . . . .	COMPLETE WORKS
Wilde, Oscar . . . . .	THE PLAYS OF OSCAR WILDE
Wilder, Thornton . . . . .	OUR TOWN
Wilder, Thornton . . . . .	THE SKIN OF OUR TEETH
Yeats, W. B. . . . .	COLLECTED PLAYS

## POETRY

Auden, W. H.	COLLECTED POETRY
Benét, S. V.	JOHN BROWN'S BODY
Blake, William	THE PORTABLE BLAKE
Brooke, Rupert	COLLECTED POEMS
De La Mare, Walter	THE BURNING GLASS, AND OTHER POEMS
Dickinson, Emily	POEMS
Eliot, T. S.	POEMS
Friar, Kimon and J. M. Brinnin eds.	MODERN POETRY, BRITISH AND AMERICAN
Frost, Robert	COLLECTED POEMS
Housman, A. E.	COLLECTED POEMS
Keats, John	POEMS
Lowell, Amy	SELECTED POEMS
Lowell, Robert	LORD WEARY'S CASTLE
Mack, Maynard, L. Dean, and W. Frost eds.	MODERN POETRY
MacLeish, Archibald	POEMS, 1924-1933
Masefield, John	POEMS
Masters, E. L.	SPOON RIVER ANTHOLOGY
Millay, Edna St. Vincent	COLLECTED LYRICS
Oxford Book of English Verse 1250-1900, <i>Chosen by</i> A. T. Quiller-Couch	
Oxford Book of Light Verse, <i>Chosen by</i> W. H. Auden	
Oxford Book of Modern Verse, <i>Chosen by</i> W. B. Yeats	
Palgrave, F. T. ed.	GOLDEN TREASURY
Ransom, J. C.	SELECTED POEMS
Robinson, E. A.	COLLECTED POEMS
Rossetti, Christina, GOBLIN MARKET, PRINCE'S PROGRESS AND OTHER POEMS	
Sandburg, Carl	SELECTED POEMS
Shelley, P. B.	POEMS
Tate, Allen	POEMS, 1922-1947
Van Doren, Mark	ANTHOLOGY OF WORLD POETRY
Whitman, Walt	THE PORTABLE WALT WHITMAN
Williams, Oscar ed.	A LITTLE TREASURY OF MODERN POETRY
Yeats, W. B.	COLLECTED POEMS

## CALENDAR FOR THE OPENING DAYS

(subject to revisions)

In addition to the following schedule of events, all entering students will be required to take physical examinations and speech tests during the opening days.

### MONDAY, SEPTEMBER 17

- 6:00 a.m. Rooms will be ready for occupancy.
- 9:30 p.m. House meetings.

### TUESDAY, SEPTEMBER 18

- 8:30-9:30 a.m. French Placement Test (required of all students offering French for admission).
- 11:00-12:00 a.m. Achievement Test in Health Education.
- 12:05 p.m. Meeting with Social Committee (required of all new students).
- 2:30-4:30 p.m. Tests for admission to credit courses in Applied Music.
- 4:30-5:30 p.m. Spanish Placement Test (required of students offering Spanish for entrance who have not taken the Spanish Reading Test of the College Board).

### WEDNESDAY, SEPTEMBER 19

- 9:00-10:00 a.m. Tests for admission to credit courses in Applied Music.
- 10:00-11:00 a.m. Music 1-2 Achievement Test (required of students who wish to take Applied Music for credit).
- 11:15 a.m. Open Forum: *The Meaning of a Liberal Arts Education Today.*
- 1:30-4:00 p.m. Conferences with faculty advisers.
- 5:00 p.m. Student Government assembly.
- 6:00 p.m. Student Government picnic.

### THURSDAY, SEPTEMBER 20

- 8:30-10:30 a.m. Conferences with faculty advisers.
- 12:05 p.m. Y.W.C.A. meeting for new students.
- 4:00-5:00 p.m. French, Spanish, German, Latin Reading Knowledge examinations.
- 8:00-10:00 p.m. Faculty reception for new students.

### FRIDAY, SEPTEMBER 21

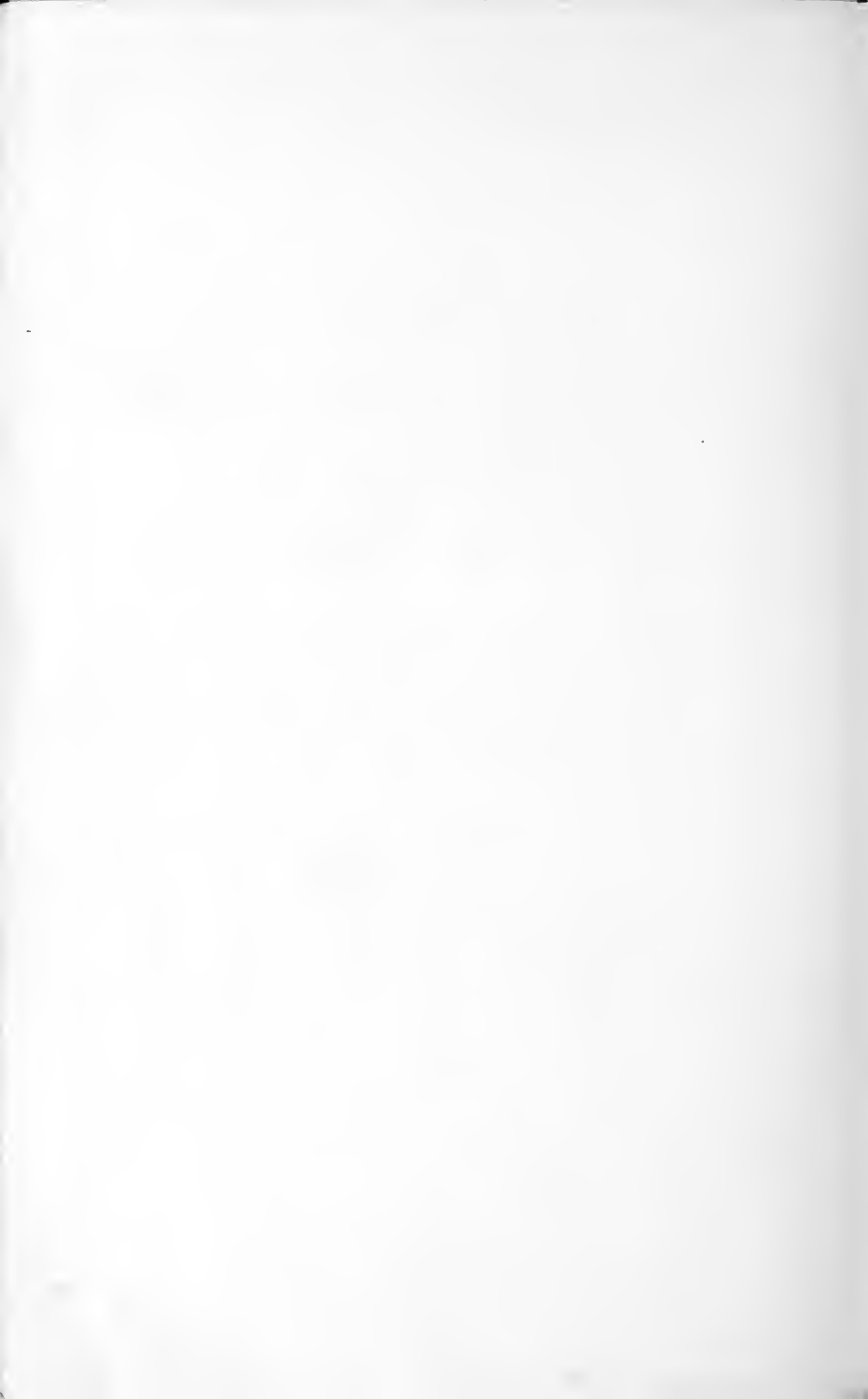
- 8:30-10:00 a.m. Registration for classes by new students.
- 12:05 p.m. Athletic Association meeting for new students.
- 7:30 p.m. Convocation. Opening of the 46th academic session of Sweet Briar College. All students and faculty are expected to attend.

### SATURDAY, SEPTEMBER 22—Classes begin.









## WHAT TO DO NOW

After you have taken time to study carefully this pamphlet and the college catalogue, you should be ready to fill out the form for your Tentative Freshman Course. Choose the courses you wish to take from among those open to freshmen as listed in this pamphlet.

Before you put down your tentative selections, it is advisable that you re-read the section on "Planning the Freshman Course" on page 6.

Please send your Tentative Freshman Course form to the Recorder's office at Sweet Briar not later than September 1. It may be of advantage to return the Tentative Freshman Course Card promptly, because registration in certain courses is limited and preference must be given in order of the receipt of the returned cards.

---

### TENTATIVE FRESHMAN COURSE

Last Name	First Name		
ENGLISH		Courses Chosen	Semester Hours
		English 1, 2	3
HEALTH EDUCATION		Health Educ. 5	1
FRENCH, GERMAN, GREEK, ITALIAN, LATIN, SPANISH			
SOCIAL STUDIES 1-2 OR HISTORY 101-102			3
BOTANY, CHEMISTRY, PHYSICS, ZOOLOGY			
<b>Total:</b>			

